

The Administrative Training Workgroup examined different models of supervision. The recommendation was that districts should be allowed to choose their own model of supervision as long as the model aligns with research-based practice.

Guideline for Choosing a Supervision Model

Rationale:

Effective supervision is intended to develop professionally responsible teachers who are capable of analyzing and continuously improving their own practice.

Process:

- Phase I: Collaboratively plan with the teacher. The teacher and supervisor collaboratively identify an area of professional growth for the school year. The teacher considers the following questions:
- What pedagogical knowledge/skills do I want to develop?
 - How will I develop those skills? What technical assistance opportunities do I need? (peer coaching, mentoring, professional literature, study group sessions with peers...)
 - What specific professional development goals and objectives do I want to achieve?
 - How do those goals and objectives fit in with my school's district's EPSS?
 - How will this professional growth improve my curriculum and instructional delivery?
 - How will this professional development improve student performance? What indicators of student success will I look for?
- Phase II: Plan the structure of the classroom observation(s). The teacher and supervisor collaboratively plan the classroom observation(s). The teacher considers the following question:
- What do I want the principal to watch for, specifically, which would correlate directly to the pedagogical knowledge/skills I choose to develop?
- Phase III: Observe and script the classroom instruction. The supervisor scripts the lesson observed. This transcription includes the teacher's interactions with students, student interaction with the teacher, and student-to-student interaction.
- Phase IV: Supervisor and teacher post conference. The supervisor and teacher meet to review the scripted classroom observation. The purpose of the review is to engage in reflection and self-examination of teacher practice. Questions to guide the conversation include:
- What professional development activities did the teacher pursue to develop identified pedagogical knowledge/skills?
 - What did the teacher learn about his/her instructional practice?
 - What indicators does the teacher have to verify what he/she learned?
 - What evidence is there of improved pedagogical knowledge/skills within the context of the observed lesson(s)?
 - What evidence is there of student engagement and student learning related to the knowledge/skills the teacher chose to develop.

New Mexico Teacher Performance Summative Evaluation for Licensure

Level I Teachers – to be completed annually
Level II & Level III Teachers – to be completed every 3 years

| | | | | |
|---|--|-----|----|-----|
| Name of Teacher _____ | Date _____ | | | |
| Grade/Assignment _____ | School Campus _____ | | | |
| Name of Principal and/or Supervisor _____ | Level of License <table style="display: inline-table; border: none;"><tr><td style="border: none; width: 30px; text-align: center;">I</td><td style="border: none; width: 30px; text-align: center;">II</td><td style="border: none; width: 30px; text-align: center;">III</td></tr></table> | I | II | III |
| I | II | III | | |

Rating identification: 1. Does not meet competency for licensure level 2. Meets competency for licensure level

Competency

Number

STRAND A. INSTRUCTION:

- | | | | |
|----|--|---|---|
| 1. | The teacher accurately demonstrates knowledge of the content area and approved curriculum | 1 | 2 |
| 2. | The teacher appropriately utilizes a variety of teaching methods and resources for each area taught. | 1 | 2 |
| 5. | The teacher effectively utilizes student assessment techniques and procedures. | 1 | 2 |

Strand A. Instruction Evidence, including student achievement and learning growth:

STRAND B. STUDENT LEARNING:

- | | | | |
|----|---|---|---|
| 3. | The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding. | 1 | 2 |
| 4. | The teacher comprehends the principles of student growth, development and learning, and applies them appropriately. | 1 | 2 |
| 6. | The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment. | 1 | 2 |
| 7. | The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of student involvement and self- concept. | 1 | 2 |

Strand B. Student Learning Evidence: _____

STRAND C. PROFESSIONAL LEARNING:

- | | | | |
|----|---|---|---|
| 8. | The teacher demonstrates a willingness to examine and implement change, as appropriate. | 1 | 2 |
| 9. | The teacher works productively with colleagues, parents, and community members. | 1 | 2 |

Strand C. Professional Learning Evidence: _____

| | | |
|-----------|----------|---|
| Yes _____ | No _____ | Professional Development Plan completed |
| Yes _____ | No _____ | Teacher meets highly qualified requirements for teaching assignment |

Principal / Supervisor

Teacher

Copies to: Staff Member, Personnel File, Supervisor

Progressive Documentation of Teacher Performance

Teacher _____ SSN/Employee ID _____

Level (circle one) **II** **III** Documentation Year (circle one) **1** **2** **3**

Progressive documentation of a teacher's performance and professional development plan is a continuous process by which data are collected and analyzed annually to improve teacher quality. Progressive documentation is a process of ongoing formative evaluation over a three-year period. It includes a running record of authentic information about a teacher's performance in the areas of instruction (Strand A), student learning (Strand B), and professional learning (Strand C).

School Year _____ Grade/Subject _____

School _____ District _____

PDP Review (Required annually):

Evaluator/Title: _____ Date: _____

Observation of Classroom Practice (Required Annually):

Evaluator / Title _____ Date: _____

Optional Data for Strand A:

Evaluator/Title: _____ Date: _____

Optional Data for Strand B:

Evaluator/Title: _____ Date: _____

Optional Data for Strand C:

Evaluator/Title: _____ Date: _____

Teacher Signature

Date

Evaluator Signature

**New Mexico Teacher Performance
Reflection on Annual Professional Development Plan (PDP)**

| | |
|--------------------------------|------------------------|
| Name of Teacher _____ | Date _____ |
| Grade/Assignment _____ | Level of License _____ |
| Name of Principal and/or _____ | School Campus _____ |
| Supervisor _____ | |

Teacher Reflection: Provide a written comment on your PDP, including a description of student achievement and learning growth.

Principal Feedback (optional):

| | | |
|-----------|----------|---|
| Yes _____ | No _____ | Professional Development Plan completed |
| Yes _____ | No _____ | Teacher meets highly qualified requirements for teaching assignment |

Principal / Supervisor

Teacher

Copies to: Staff Member, Personnel File, Supervisor

SAMPLE PROFESSIONAL DEVELOPMENT PLAN

Objective:

Owner:

Goal: Competency To Be Addressed

Rationale

Key Actions: What should we do in what order?

Section 1.01 Per: on Responsible for each action

Section 1.02 Resources Employee Should Access to Accomplish Growth

Timeline

Measure: To assure desired results have been met

Target: Desired Result

REFLECTION ON PDP EXPERIENCE

Please submit a one-page reflection of your PDP experience to your administrator prior to your annual evaluation meeting. Include in your reflection: What were the results of your project or actions in terms of meeting your objectives? What worked well? What would you do differently if you had the opportunity to do the PDP again? Please provide data and artifacts to support conclusions.

Employee Signature

Copies: _____ Employee

_____ Supervisor

Date

Evaluator Signature

_____ Employee Personnel File

Date

Sample Professional Growth Plan

Teacher _____
 Current Licensure Level _____
 School _____
 School Year _____
 Evaluator _____
 Title _____

| Article II. 1. OBJECTIVE (Clear and Measurable) | 2. WHY | 3. WHAT I WILL DO (Project or action) | 4. HOW I WILL ASSESS |
|--|-----------------------------------|--|--|
| 1.1 Teacher competencies addressed | 2.1 Supporting data, if available | 3.1 Necessary resources | 4.1 Artifacts (Evaluation evidence) |
| 1.2 Intended impact on practice | | 3.2 Timeline and who is responsible | |
| | | | |
| 5. REFLECTION ON PGP EXPERIENCE Please attach a one-page reflection on your PGP learning experience prior to your annual summative evaluation meeting with your school administrator. What worked well? What were the results of your project or actions in terms of meeting your objectives? What would you do differently if you had the opportunity to do the PGP again? Please provide data and artifacts to support your conclusions. | | | |

Teacher _____ / _____
 Date _____
 Principal or designee _____ / _____
 Date _____

SAMPLE COMPLETED FORM

New Mexico Teacher Performance Summative Evaluation for Licensure

Level I Teachers – to be completed annually
Level II & Level III Teachers – to be completed every 3 years

| | | | | |
|-------------------------------------|-----------------------|--|------------------|--|
| Name of Teacher | Ima Novice | | Date | July 26, 2004 |
| Grade/Assignment | 2 nd grade | | School Campus | Nowhere Elementary |
| Name of Principal and/or Supervisor | L. I. Charge | | Level of License | <div style="display: flex; justify-content: space-around; align-items: center;"> I II III </div> |

Rating identification: 1. Does not meet competency for licensure level 2. Meets competency for licensure level

Competency

Number

STRAND A. INSTRUCTION:

- | | | |
|---|---|----------|
| 1. The teacher accurately demonstrates knowledge of the content area and approved curriculum. | 1 | <u>2</u> |
| 2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught. | 1 | <u>2</u> |
| 5. The teacher effectively utilizes student assessment techniques and procedures. | 1 | <u>2</u> |
- Strand A. Instruction Evidence, including student achievement and learning growth: Ms. Novice demonstrates understanding of the adopted curriculum as evidenced by observations. Lesson plans address district standards and benchmarks. Instructional methodology includes large and small group instruction, independent and partner work, and differentiated assignments according to student abilities and learning styles. Assessments include daily activities and worksheets, and formal assessment such as the DIBELS.

STRAND B. STUDENT LEARNING:

- | | | |
|--|----------|----------|
| 3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding. | 1 | <u>2</u> |
| 4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately. | 1 | <u>2</u> |
| 6. The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment. | <u>1</u> | 2 |
| 7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of student involvement and self- concept. | 1 | <u>2</u> |
- Strand B. Student Learning Evidence: Ms. Novice provides weekly progress reports to students and their parents. As stated in Strand A, instructional methodology and lesson plans demonstrate differentiation based on student learning styles (such as age appropriate hands-on activities). Classroom management has been identified as an area for growth. Ms. Novice has developed positive student relationships. This is evidenced by reviewing survey results received from students and parents.

STRAND C. PROFESSIONAL LEARNING:

- | | | |
|--|---|----------|
| 8. The teacher demonstrates a willingness to examine and implement change, as appropriate. | 1 | <u>2</u> |
| 9. The teacher works productively with colleagues, parents, and community members. | 1 | <u>2</u> |
- Strand C. Professional Learning Evidence: Ms. Novice is taking course work towards achieving a reading endorsement. She has actively recruited and trained parent volunteers for her reading program.

| | | | | |
|-----|---|----|--|---|
| Yes | X | No | | Professional Development Plan completed |
| Yes | X | No | | Teacher meets highly qualified requirements for teaching assignment |

Principal / Supervisor

Teacher

Copies to: Staff Member, Personnel File, Supervisor

SAMPLE COMPLETED FORM

Progressive Documentation of Teacher Performance

Teacher C. Mego SSN/Employee ID 123-45-6789

Level (circle one) II III Documentation Year (circle one) 1 2 3

Progressive documentation of a teacher's performance and professional development plan is a continuous process by which data are collected and analyzed annually to improve teacher quality. Progressive documentation is a process of ongoing formative evaluation over a three-year period. It includes a running record of authentic information about a teacher's performance in the areas of instruction (Strand A), student learning (Strand B), and professional learning (Strand C). (** Not all strands have to be documented each year.)

School Year 2004 - 2005 Grade/Subject 7th Language Arts

School Somewhere Middle School District Howdoyouget There, NM

PDP Review (Required annually): Evidence supports that goal has been met. This includes the use of NWEA data to group students and differentiate instruction. Teacher will continue to expand implementation of data for next school year.

Evaluator / Title Dr. Watching You Date: April 22, 2005

Observation of Classroom Practice (Required Annually): Observations of classroom practice were conducted on the following dates: 9/8/04, 9/30/04, 10/15/04, 11/30/04, 1/27/05, 2/14/05, 2/25/05, 3/18/05, and 4/5/05.

Evaluator / Title Dr. Watching You Date: April 22, 2005

Optional Data for Strand A:

Served as a facilitator for revision/development of District LA curriculum. Integration of guest speakers into classroom research unit for NASA project. Incorporated NWEA assessment data into classroom planning. Developed LA assessments consistent with the District LA curriculum.

Evaluator / Title Dr. Watching You Date: April 22, 2005

Optional Data for Strand B:

Students actively participate in the development of activities based upon interest and ability. Independent student assignment contracts were developed. Student materials are determined by individual projects and abilities. Students work independently and in small groups as evidenced during multiple classroom observations. Instructional units reflect respect for diversity.

Evaluator / Title Dr. Watching You Date: April 22, 2005

Optional Data for Strand C:

Led on-site training activities on NWEA Interpretation and Assessment, 4-Block Writing, and Differentiated Instruction.
Served as a mentor to a novice, Level I teacher.

Evaluator / Title Dr. Watching You Date: April 22, 2005

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____